

## Inquiry questions

Inquiry questions are drawn from, and inspired by, the statement of inquiry. Teachers and students develop these questions to explore the statement of inquiry in greater detail. Students can develop their own questions in ways that satisfy curiosity and deepen understanding. The strands of subject-specific objectives can also be helpful in formulating inquiry questions.

Inquiry questions give shape and scope to a unit of study, and they help to scaffold the objectives that students should strive to achieve. As the unit progresses, both teachers and students can develop additional questions to explore.

Some characteristics of factual, conceptual and debatable questions to consider she planning MYP units.

<b>Factual questions</b>	<b>Conceptual questions</b>	<b>Debatable questions</b>
<ul style="list-style-type: none"><li>• Knowledge/fact-based</li><li>• Content-driven</li><li>• Skills-related</li><li>• Supported by evidence</li><li>• Can be used to explore terminology in the statement of inquiry</li><li>• Frequently topic</li><li>• Encourage recall and comprehension</li></ul>	<ul style="list-style-type: none"><li>• Enable exploration of big ideas that connect facts and topics</li><li>• Highlight to opportunities to compare and contrast</li><li>• Explore contradictions</li><li>• Lead to deeper disciplinary and interdisciplinary understanding</li><li>• Promote transfer to familiar or less familiar situations, issues, ideas and contexts</li><li>• Encourage analysis and application</li></ul>	<ul style="list-style-type: none"><li>• Enable the use of facts and concepts to debate a position</li><li>• Promote discussion</li><li>• Explore significant ideas and issues from multiple perspectives</li><li>• Can be contested</li><li>• Have tension</li><li>• May be deliberately provocative</li><li>• Encourage synthesis and evaluation</li></ul>